DOCUMENT RESUME

ED 333 579 EA 023 093

AUTHOR Gougeon, Thomas D.
TITLE Principal-Teacher Cross Gender Communication: A Replication Study.
SPONS AGENCY Calgary Univ. (Alberta).
PUB DATE 91
NOTE 27p.; Paper presented at the Annual Meeting of the Canadian Association for the Study of Educational Administration (Kingston, Ontario, Canada, June 1991). For the original study, see EA 023 094.
PUB TYPE Reports - Research/Technical (143) -- Speeches/Conference Papers (150)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Administrator Evaluation; *Communication (Thought Transfer); Elementary Secondary Education; Foreign Countries; Leadership; *Leadership Styles; *Principals; *Sex Differences; Social Control; *Teacher Administrator Relationship
IDENTIFIERS *Alberta; *Cross Sex Interaction

ABSTRACT

Differences between male and female teachers' perceptions of male and female principals, with a focus on principals' motivation and social control communication styles, are explored in this report. Social control communication was categorized into two factors--motivation and orientation. As a replication of a study conducted in Washington State, 399 teachers and 20 principals from 20 public schools in the Province of Alberta were surveyed to determine how teachers experienced their principal during communication episodes when the principal expressed expectations. Ten principals, 5 male and 5 female, were "shadowed" for a day to gather field data through observation, interviews, and document analysis. The findings indicated the existence of a cross-gender effect on teacher and principal communication. Teachers experienced female principals as being more positive communicators than male principals, using extrinsic and intrinsic reward structures. Male teachers did not perceive female principals to use threats or sanctions as often as did male principals. Compared with previous literature findings, the results demonstrate the existence and importance of separate gender realities. The recommendation is made for better understanding the differences between male and female experiences. One figure and four tables are included. (14 references) (LMI)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

J. Gougeon

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

ED333579

Principal-Teacher Cross Gender Communication: A Replication Study

Thomas D. Gougeon
University of Calgary

Adapted from a Paper
Prepared for the XIX CSSE Annual Conference
Canadian Association for the Study of Educational Administration

June 1991
Kingston Ontario Canada

EA023093

BEST COPY AVAILABLE

The original study was partially supported by the Faculty Research Fund and the School of Professional Studies Research Incentive Funds of Central Washington University, Ellensburg, WA 98926. The replication study was partially supported by the University Research Grants Committee of University of Calgary, Calgary, AB T2N 1N4.

ABSTRACT

Principal-Teacher Cross Gender Communication: A Replication Study

Thomas D. Gougeon, Assistant Professor
University of Calgary

This is a report of a replication study completed in twenty public schools in the Province of Alberta in 1991. It replicates a study of nineteen public schools in the State of Washington in 1990. School teachers were surveyed as to how they experienced their principal during communication episodes when the principal expressed expectations. Such communication, called social control communication, could occur directly or indirectly and rely upon intrinsic or extrinsic motivational mechanisms. Following the survey, ten principals, half male and half female, were "shadowed" for a day by male and female observers to gather field data through observation, interviews, and document analysis.

The findings indicated a cross gender effect of teacher and principal communication. It was found that teachers experienced female principals as being more positive communicators than male principals, using extrinsic and intrinsic reward structures. Male teachers did not perceive female principals to use threats of sanctions as much as male principals. The findings were compared to previously reported findings in gender literature, and implications were made with regard to the separateness of male and female reality constructs. The introduction and conclusion advocate the need to understand better the differences between male and female experiences.

Throughout history men and women have lived separate but mutually dependent existences. Sally Helgesen interprets an old Chinese proverb, "Women Hold Up Half the Sky," as meaning that half the work and half the thinking in the world is done by women (1990). But she remarks that women in the Western world have been relegated to the private half of life while men hold the public half. Legally, women have only been granted the right to be public persons through emancipation in the early part of the twentieth century. It is suggested in this paper that just as the blacks and whites experience racial separation or apartheid in South Africa, men and women in the Western world experience gender apartheid. The term apartheid may have an extremely social or political connotation commonly associated with the term which is not meant to be carried in this paper. Here it is being used in the original Afrikaans sense, meaning separateness of entities, a concept believed to be useful in conveying male-female separateness in Western society. Gender apartheid in the Western world is based upon lack of validation of the way women are, the way they think, act, and do; that male thought is considered universal truth. In fact, female thought usually falls under gender studies, to be considered along with ethnic or minority abnormalities within white (male) society.

Valuing differences may be a first step in truly acknowledging the equal contributions that each sex brings

to society. It is argued that men and women in the Western world do live separate existences, separate realities, and it reports on communication research conducted between principals and teachers of different sex. The findings are discussed and implications of the study are outlined.

Background

As perspectives and realities held by people are expressed through communication, contrasting communication of male and female principals may reveal differences of perspectives and realities held by them. Many researchers have reported communication pattern comparisons between the sexes. Helgesen describes male communication as being framed in neutral and combative terms; and female communication as being typified by the use of process or connective terms (1990). Helgesen suggests a reason for this is the socialization through childhood games. Males learn that winning is desirable over losing ... playing war games, cops and robbers, baseball, and football; and that dominating is desirable over submitting ... asserting emotional or physical presence. In adulthood, she suggests that women experience their work place in relation to the people with whom they interact and that they experience an organization more as a web of inclusion. On the other hand, she suggests that men experience the work place in relation to winning-losing and dominating-submitting and that they experience an organization as a vertical hierarchy, a legal-rational organization, or a political organization.

Scott identifies the speech of males to be militant, dominating and aggressive, whereas the speech of females to be friendly, gentle, and polite (1979). Shakeshaft (1987) describes society as being male dominated; the knowledge base is male defined, specifically, white male defined. Males search for absolute clarity, whereas females express themselves with room for further accommodation to others' ideas. Shakeshaft argues that since women have been excluded from the production of knowledge in our society, women must consciously create their own knowledge base, define their own morality, and work to have their knowledge base included as different but equal with the white male knowledge base presently dominant.

In other research, reporting on the sex role stereotypes of managers in the work place, a relationship between male experience and current management expectations is indicated (Brenner, Tomkiewicz, and Schein 1989; Schein 1973 & 1975). Successful middle managers were "perceived to possess characteristics, attitudes, and temperaments more commonly ascribed to men in general than to women in general" (Schein, 1975, 340). Using Helgesen's and Shakeshaft's concepts, Schein confirms that successful middle managers in a male-conceptualized organization possessed the characteristics predominantly acquired through male socialization, namely competitiveness, aggressiveness, forcefulness, emotional stability, logic, consistency, ambitiousness, etc. These findings might be seen as being

consistent with the universal, white male or androcentric, knowledge base of our culture; the level of effectiveness of middle managers are determined by how closely they resemble dominant male behaviours.

Changes are occurring. Brenner, et al reported fourteen years later that although these conditions persist; male sex role stereotypes are seen as desirable traits for successful middle managers, women are no longer sex-typing the job of the manager (1989). Thus, women are recognizing they possess traits unique from men that are desirable for middle management, too. Women and men are becoming aware of their different knowledge bases.

Corporations are recognizing the different skills and talents female managers bring to sharpen international and domestic competitiveness. Loden (1987) outlined a list of strategies companies are using to tap women's potential and better utilize their leadership skills. Loden argues that women are not expected to model male sex role stereotypical behaviour in management; instead they are being sought for their female characteristics. In a similar fashion, as schools experience pressures to change; to decentralize decision making, to be more collaborative, and to coordinate efforts with other public institutions, they are recognizing leader-manager traits other than the male sex role stereotypical traits.

The Problem

Men and women are in constant and consistent communication with each other. In the school system, where by far the majority of teachers are female, but where by far the majority of principals are male, it is salient to investigate principal-teacher communication. Is there evidence of cross gender effects in principal-teacher communication? And if so, how are they characterized?

Do male teachers perceive male and female principals communicating differently than female teachers?

(a) Do male and female principals motivate male and female teachers differently using different orientations?

(b) Do male and female teachers experience male and female principals differently through communication actions?

Theoretical Considerations

Communication theorist Lee Thayer suggested that communication is one of the two basic life processes - ingestion and processing of energy, and the other being the acquisition and processing of information, or communication (1979, 10). An implication of Thayer's suggestion is that communication is not a uniquely human phenomenon but occurs among most living organisms. This being the case, communication has many forms and is used for many purposes. This study limited its consideration to principal-teacher communication that connotes <u>social control</u>. Social control communication occurs whenever a principal directly or

indirectly communicates expectations to one or more teachers.

Social control communication was categorized in this study into two factors: Motivation and Orientation. Three types of motivation are intrinsic, positive extrinsic, and negative extrinsic. For example, teachers would be motivated intrinsically when the principal him/herself or the message itself influenced teachers to change their behaviours and actions. There would be no evidence of rewards or punishments, implied or otherwise, in the communication. Teachers would be motivated by positive extrinsic means when resources of the principal's office or of the principal him/herself were promised in the communication. Teachers would be motivated by negative extrinsic means when resources of the principal's office or of the principal him/herself were threatened to be used in the communication.

The second factor in categorizing social control communication, orientation, has three types, namely, personal, official, and structural. Personal and official communication tend to be direct verbal communication. For example, communication was categorized as personal when the principal was perceived to convey information about his/her personal standards. Teachers would perceive the principal talking about his/her individual values, norms, etc, through expectation statements. Official communication carries information about the values or norms of the school, community, or society at large. Teachers would perceive the

principal making expectation statements backed by values held by the school, or community, etc. Structural communication tends to be indirect nonverbal communication. Structural communication carries either personally-held or organizational values, but is transmitted through social structures rather than direct verbal communication of the principal. Values are conveyed through the patterned behaviours, rules, regulations, ceremonies, programs, etc that characterize the school operation. Teachers would perceive the principal supporting certain social structures which, in turn, would send messages of expectations of what is important.

Arising out of these concepts is a model represented by a three by three matrix when motivation and orientation are considered as independent variables (See Figure 1.0).

Methodology

Using Hendrick's definition, this study is an exact replication where the set of instructions and events brought to bear on the subjects are faithfully duplicated from another study; that subject characteristics, specific research histories and context, the general physical setting of the research and control agent, and specific task variables, are duplicated (1991). The original study (Gougeon, Hutton & McPherson 1991 & Gougeon 1991), of principal-teacher communication was conducted in Washington State, United State of America. The replication study was conducted in Alberta, Canada.

LEADERSHIP

COMMUNICATION PATTERNS

MOTIVATIONS	ORIENTATIONS: PERSONAL	OFFICIAL	STRUCTURAL
INTRINSIC AUTHORITY	CELL 1	CELL 2	CELL 3
EXTRINSIC POSITIVE POWER	CELL 4	CELL 6	CELL 8
EXTRINSIC NEGATIVE POWER	CELL 5	CELL 7	CELL 9

FIGURE 1.0:
Model of Communication Patterns

Copyright (Gougeon) 1990

To gain entry into research sites, principals were presented with an offer to conduct a communication study at their school, where all teachers would become involved. In return, each principal would receive a detailed report of findings pertaining to principal-teacher communication in to his/her school. Approximately half of the principals selected were male and half were female. Both the original study and the replication study combined survey techniques (all teachers were surveyed) with field study techniques (the principal was shadowed by an observer for a full working day).

Teachers surveyed were asked how frequently they experienced different feelings or emotions when their principal communicated with them. They were asked, for example, how frequently they felt acknowledged, isolated, or valued when talking with their principal. Ten survey items were constructed to represent each of the nine cells of the three by three matrix communication model. A Likert-type five point frequency response scale was used for each item. Teachers were also asked to complete 42 semantic differential scales best describing their principal focussing on evaluative, potency, activity, understandability, and situational characterizations. Seven biographical questions were included in the survey.

During the field component of the study, a male and female observer alternated shadowing half the principals included in the study, each for a duration of a 10 hour

working day. Principals frequently talked to teachers over the course of the day and the observer concentrated on the reactions of teachers as well as judging the intentions of the principals' messages. Each social control communication was recorded in anecdotal form and coded into one of the nine cells of the communication model. Memos were written to describe situational factors as they became apparent.

A detailed report was given each principal, and later, the male and female observers met with the principals and other colleagues to discuss the data and their observations. Reactions of principals and colleagues were noted to judge threats against the validity of the overall concept. Finally, data from all the schools were aggregated and analyzed using identical procedures used in the original study.

Findings

As a result of the high number of multivariate and univariate statistical tests conducted, many significant findings could occur simply by random chance and thereby weaken the confidence in the conclusions and implications noted in this report. Thus, only the findings below .05 significance in <u>both</u> the original study and the replication study are reported here (see Tables 1.0 through 4.0).

Research Question #1:

(a) **Do male and female principals motivate male and female teachers differently using different orientations?** (See Table 1.0)

The results in Table 1.0 indicate that all teachers perceived female principals to use intrinsic motivation through official and structural orientations more frequently than male principals (Cells 2 and 3 of the Model). All teachers perceived female principals to communicate using positive power motivation through official orientations more frequently than male principals.

These finding have several implications. Female principals were perceived to operate from organizational and structural perspectives more, and to use clear, honest, direct, and authentic messages as motivation when expressing expectations to teachers. When female principals operated using extrinsic motivation, they were seen to use reward systems more.

Other findings reflected those above. When female teachers were isolated from the overall sample, they perceived female principals in the same way as the overall sample. An important implication seems to arise; male teachers did not discriminate between the communication patterns of male and female principals. Either the survey instrument was not sensitive enough to discriminate male teacher experiences or male teachers did not discriminate between the differences of male and female principal communication patterns. Reported in the literature comparing male and female communication, males tend to focus on objective, rational levels of communication while females tend to focus on subjective, emotional levels of

Table 1.0
Replication Study
Multivariate Analysis of Variance
Principal Communication Patterns
by SEX of Principal (P)
and SEX of Teacher (T)
Using All Teacher (A) and Female Teacher (F) Samples
(Means of Teacher Perceptions of Male and Female Principal Communication in Parenthesis)

Communication Orientation & Motivation	Washington State Study F-Test (Male)	Sig (Female)	Southern Alberta Study F-Test (Male)	Sig (Female)
Official Communication Motivating Intrinsically (A,P)	5.22 (3.14)	.000 (3.26)	2.38 (3.59)	.009 (3.81)
Structural Communication Motivating Intrinsically (A,P)	10.68 (2.81)	.000 (3.03)	7.83 (3.12)	.000 (3.36)
Official Communication Motivating with Rewards (A,P)	3.96 (2.68)	.000 (2.72)	2.78 (3.22)	.002 (3.29)
Official Communication Motivating Intrinsically (F,P)	3.37 (3.03)	.001 (3.19)	2.03 (3.57)	.030 (3.60)
Structural Communication Motivating Intrinsically (F,P)	9.77 (2.71)	.000 (2.93)	8.08 (3.08)	.000 (3.30)
Official Communication Motivating with Rewards (F,P)	2.73 (2.52)	.004 (2.54)	2.86 (3.20)	.002 (3.35)
Personal Communication Motivating with Punishment (A,T)	2.84 (2.14)	.002 (1.84)	1.97 (1.98)	.035 (1.76)

Sample Sizes:

All Teachers - WA: N=319; AB: N=399
Female Teachers - WA: N=138; AB: N=318
Principals - WA: N=019; AB: N=020

communication. It is possible then, that male teachers did not discriminate male-female communication differences.

Another important finding is, male teachers perceived male principals to use negative, extrinsic motivation through personal orientations more than female teachers (Cell 5 of the Model). Compared to female teachers, male teachers perceived male principals to use more threats of sanctions, punishments, and other negative motivations through personal orientations when communicating expectations.

These findings appear supported in the literature where males, in comparison to females, are reported to communicate more for winning or dominating and less for connecting or supporting.

Research Question #2:

(b) **Do male and female teachers experience male and female principals differently through communication actions?** (See Tables 2.0, 3.0 & 4.0)

To address this question, analysis of the survey items is required. The item by item data gathered in the survey represent communication actions. Communication actions are those actions of principals intended for specific results. All teachers perceived female principals, in comparison to male principals, to be more helpful and to show gratitude more (see Table 2.0). As reported in Tables 2.0 and 3.0, all teachers and female teachers (when males were separated out) viewed female principals, in comparison to male principals, to guide, acknowledge, collaborate, and appreciate them

Table 2.0
Replication Study
Univariate Analysis of Variance
Test Items by SEX of Principal
Using Combined Male - Female Teacher Samples
(Means of Teacher Perceptions of Male and Female Principal Communication in Parenthesis)

Survey Instrument Items	Washington State Study F-Test (Male)	Sig (Female)	Southern Alberta Study F-Test (Male)	Sig (Female)
Helping me improve my work performance.	12.94 (2.78)	.000 (3.35)	4.32 (3.09)	.038 (3.33)
Guiding me to learn better work related skills.	11.82 (2.83)	.001 (3.34)	6.49 (3.24)	.011 (3.51)
Making me feel acknowledged with memos or newspaper articles.	29.24 (2.40)	.000 (3.24)	14.68 (3.16)	.000 (3.64)
Setting professional goals with me using written goal statements.	48.52 (2.63)	.000 (3.69)	11.67 (2.69)	.001 (3.15)
Bringing rules and regulations to my attention.	5.17 (3.16)	.024 (2.83)	16.53 (2.45)	.000 (2.94)
Writing notes to me in appreciation of work well done.	12.47 (2.84)	.000 (3.06)	38.22 (3.01)	.000 (3.83)
Writing notes of thanks to me when I complete major tasks.	5.00 (2.20)	.026 (2.57)	25.60 (3.02)	.000 (3.75)

Sample Sizes:

Teachers - WA: N=319; AB: N=399
Principals - WA: N=019; AB: N=020

more. In contrast, they perceived male principals, in comparison to female principals, to emphasize rules and regulations more.

These findings are consistent with findings reported in literature, females tend to show more concern for people and males tend to show more concern for task. Gougeon (1991) earlier reported that female principals supported, mentored, and recognized teachers more than male teachers in their communication. This is consistent with the findings here.

Finally, a review of the findings reported on Table 4.0 depicted male teachers, more than female teachers, perceived male principals to be confrontive, female principals to express their anger, and female principals to hold teachers accountable. These findings suggest that male and female principals do resort to negative extrinsic motivation, but that males tend to do it differently. Males tend to confront, to dare, defy, to challenge, while females tend to express anger, to show aggravation, annoyance, exasperation; or to hold accountable, answerable, and responsible. The male response tends to be directed at the teacher, resulting in the teacher feeling alienated; the female response tends to be owned by self, giving the teacher personal space to manoeuvre and to respond. Female principals tend to orient their emotions and demands for accountability toward teacher actions and not toward the teachers themselves.

Table 3.0
Replication Study
Univariate Analysis of Variance
Test Items by SEX of Principal
Using a Female Teacher Sample
(Means of Teacher Perceptions of Male and Female Principal Communication in Parenthesis)

Survey Instrument Items	Washington State Study F-Test (Male)	Sig (Female)	Southern Alberta Study F-Test (Male)	Sig (Female)
Guiding me to learn better work related skills.	9.14 (2.59)	.003 (3.22)	5.93 (3.20)	.015 (3.50)
Making me feel acknowledged with memos or newspaper articles.	25.77 (2.30)	.000 (3.37)	13.28 (3.10)	.000 (3.63)
Setting professional goals with me using written goal statements.	26.18 (2.64)	.000 (3.76)	8.42 (2.67)	.004 (3.12)
Bringing rules and regulations to my attention.	4.93 (2.96)	.028 (2.85)	12.65 (2.42)	.000 (2.90)
Writing notes to me in appreciation of work well done.	7.31 (2.45)	.008 (3.10)	42.28 (2.92)	.000 (3.88)

Sample Sizes:

Female Teachers - WA: N=138; AB N=318
Principals - WA: N=019; AB N=020

Table 4.0
Replication Study
Univariate Analysis of Variance
Male and Female Principal Communication Patterns
of Negative Official Power Test Items
by SEX of Teachers
(Means of Male and Female Teacher Perceptions of Principal Communication in Parenthesis)

Survey Instrument Items	Washington State Study F-Test (Male)	Sig (Female)	Southern Alberta Study F-Test (Male)	Sig (Female)
(MALE PRINCIPAL SAMPLE)				
Making me feel confronted when I fail to meet set standards	4.76 (2.02)	.030 (1.72)	4.18 (1.63)	.042 (1.33)
(FEMALE PRINCIPAL SAMPLE)				
Clearly showing it when he/she is angry.	9.19 (2.75)	.003 (1.88)	5.76 (2.92)	.017 (2.28)
Making me feel responsible when I am not doing well at work.	4.96 (2.13)	.029 (1.54)	4.10 (2.28)	.044 (1.79)

Conclusions

The results of the study do indicate that male and female teachers experience their principals differently. This study contributes to the mounting evidence that there are separate male and female realities; gender apartheid exists. There appears to be a male knowledge base and a female knowledge base as measured through communication criteria. However, it is problematic that most males communicate in the belief that how they experience the world is how all, including females, experience the world. As the evidence mounts that males and females respond differently to the same social stimuli, the future may foresee a day when both knowledge bases will be commonly understood by all, and a day when all are free to acknowledge and value male and female differences with the creation of androgynous standards by which we can live.

Understanding the differences in male and female knowledge bases is important in education, as most teachers are female and most principals are male. They must learn to communicate with one another more effectively as social demands on schools increase. But further, schools help socialize virtually all the children in society, and hence pass on critical fundamental attitudes to them. Teachers cannot unwittingly continue to teach gender biases to students. Instead of teaching children that females will dominate the private half of life and males will dominate the public half, one day teachers may teach that "Women Hold

Up Half the Sky" and that males and females will equally share in the work and the thinking that is done in the world.

References

Brenner, O.C., J. Tomkiewicz, and V.E. Schein. (1989). The relationship between sex role stereotypes and requisite management characteristics revisited. Academy of Management Journal. V. 32, N. 3, 662-669.

Gilligan, C. J. V. Ward, J. McLean Taylor, & B. Bardige. (1988). Mapping the Moral Domain: A Contribution of Women's Thinking to Psychological Theory and Education. Cambridge MA: Harvard University Press.

Gougeon, T. D. (1991). Cross gender effects in principal-teacher communication: Using survey and field study techniques. A casual paper presented at the Annual Meeting of the American Educational Research Association. Chicago Illinois.

Gougeon, T. D., S. I. Hutton and J. L. McPherson. (1991). A quantitative phenomenological study of leadership: Social control theory applied to actions of school principals. The Journal of Thought. January, 1991. DeKalb IL: Northern Illinois University.

Helgesen, S. (1990). The Female Advantage: Women's Ways of Leadership. New York NY: Doubleday.

Hendrick, C. (1991). Replications, strict replications, and conceptual replications: Are they important? Replication Research in the Social Sciences. J. W. Neuliep (Ed.). Newbury Park CA: Sage.

Loden, M. (1987). Recognizing women's potential: No longer business as usual. Management Review. December 1987.

Schein, V. E. (1973). The relationship between sex role stereotypes and requisite management characteristics. Journal of Applied Psychology. V. 57, N. 2, 95-100.

Schein, V. E. (1975). Relationships between sex role stereotypes and requisite management characteristics among female managers. Journal of Applied Psychology. V. 60, N. 3, 340-344.

Scott, K.P. (1979). Language and gender: Stereotypes revisited. Casual paper presented at the Annual Meeting of American Educational Research Association. San Francisco, California.

Shakeshaft, C. (1986). A gender at risk. Phi Delta Kappan. March 1986.

Shakeshaft, C. (1987). Women in Educational Administration. Newbury Park CA: Sage.

Shakeshaft, C. (1989). The gender gap in research in educational administration. Educational Administration Quarterly. V. 25, N 4, 324-337.

Thayer, L. (1979). Communication: Sine qua non of the behavioral sciences. Interdisciplinary Approaches to Human Communication. R.W. Budd and B. D. Ruben (Eds.) Rochelle PArk NJ: Hayden Book Company.